

Eastwood Community Pre-School and Nursery

Southend Borough Combination Ground, Eastwoodbury Lane, SOUTHEND-ON-SEA, Essex, SS2 6UH

Inspection date	10/03/2014
Previous inspection date	11/02/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Children enjoy the very positive interaction from the staff in their play. The manager and staff team work very well together and their organised approach contributes to all children having their needs met.
- Staff have good teaching skills and a secure understanding of the Early Years Foundation Stage. They plan purposeful play and a good balance of adult-led and child-initiated activities in order to support children's learning in all areas.
- Staff provide a well resourced and effectively organised learning environment both inside and outside the setting. This means children have lots of opportunities to make choices and develop their independence.
- Staff have a good awareness of their safeguarding responsibilities, which helps to promote children's safety.

It is not yet outstanding because

- There is scope to enhance the monitoring of staff practice, so that children's progress is maximised to the optimum.
- The opportunities for children to see useful printed words, so they learn to recognise connections between objects and their names, are not fully explored.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector discussed aspects of policy and practice with the manager and staff.
- The inspector checked evidence of suitability and qualifications of staff working with children.
The inspector viewed a wide range of documentation. This included relevant policies and procedures, a sample of children's learning files, health and safety documents and discussed the provider's self-evaluation.
- The inspector toured the premises, observed and talked with children and their parents and carers, taking their views into account.

Inspector

Tina Mason

Full report

Information about the setting

Eastwood Community Pre-School and Nursery is one of two settings run by Eastwood Community Playgroup Association. It was registered in 2005 on the Early Years Register. It is situated in the function hall of Southend Borough Combination football ground, Southend-on-Sea, Essex. The nursery serves the local area and is accessible to all children. It operates from one main playroom and there are two enclosed areas available for outdoor play.

The nursery employs 11 members of childcare staff. Of these, 11 hold appropriate early years qualifications at level 3 and above, including the manager. The nursery opens Monday to Friday, term time only. Sessions are from 8am until 4pm. Children attend for a variety of sessions. There are currently 45 children attending, who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports children with special educational needs and/or disabilities.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- extend children's literacy skills by creating an environment rich in print where they can learn more about words, for example, by using signs and labels
- enhance the already good practice of staff by monitoring practice more stringently, so that children's progress is maximised to the optimum.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

The nursery manager and staff demonstrate a good knowledge of the Statutory framework for the Early Years Foundation Stage and how to support the children's progress and development through the prime and specific areas of learning. The areas of learning are implemented through a variety of adult-led and child-initiated activities which are adapted to meet the individual needs of all children. This means that children are provided with a range of interesting and stimulating experiences and play opportunities, both indoors and outdoors. The quality of teaching is good as staff follow and extend the children's interests which supports their future learning and enables them to acquire the skills needed to be ready for school. For example, all children are making their own story sacks for a popular book. Children sit together in the story tent and listen intently to the story that is told to them with intonation and expression. They eagerly recall the story's setting and principal characters. Further excitement follows as children each make their own mouse character from the story using pine cones, paint, glue and small pom-poms for the ears and nose. This supports children's listening and attention skills along with

developing their imagination. Staff use numbers and mathematical language within day-to-day activities, for example, children count up to nine when playing with the bats and balls in the outside area. Children are encouraged to become independent learners and are suitably prepared for the transition to the next stage in their learning. They confidently take their coats off when they come in from outside, placing them on their peg. Children use their imaginations well in their play, as they make up stories whilst playing with the action figures.

Children are very happy, engaged and motivated at the nursery as they are able to develop their physical, social, exploration and investigation skills through activities, such as playing with different shaped pasta in the builder's tray. Children enjoy building different structures with plastic construction bricks and creating collage patterns using different materials made available to them in the freely accessible creative area. Children learn to recognise their names as they self-register on their arrival each morning. However, there are few printed words displayed around the setting, to help children quickly recognise connections between objects and their names and develop the skills they need for early reading. Staff have high expectations of all children as they complete regular assessments and tracking documents which indicate that the children are making progress during their time at the nursery. Most of these documents are used to inform the weekly planning and to identify the strengths and areas for improvement to further support the children's learning and development. Learning journals are in place for all children containing information collected from parents, observations showing next steps and Early Years Outcome age bands, photographs and examples of children's own work. However gaps in the written assessments for some children mean plans are not always sufficiently targeted towards the precise needs of all of the children. Therefore, opportunities to engage children and extend their learning are not consistently maximised by all staff. Parents are encouraged to contribute and share information about their child's learning at home through the use of the learning journals, which ensures they are kept well informed about their child's development and achievements.

Some of the older children have the opportunity to attend Forest School sessions on a Tuesday morning. These sessions provide children with a safe and highly stimulating outdoor woodland learning environment. The children make significant progress in their learning and development because they have very good opportunities for self-exploration and play a dynamic role in their own learning. There is a good balance of child-initiated and adult-led play. For example, children work cooperatively together as they make stick men from natural resources. They enjoy playing 'pooh sticks' where they can estimate who's stick will travel faster along the stream of water. Children with special educational needs and/or disabilities are well supported as staff work effectively with external agencies to support their learning and development. For example, staff work closely with other professionals, such as area special educational needs coordinators. The nursery's special educational needs coordinator and behaviour management coordinator lead work together to complete individual educational plans for the children and to ensure that effective strategies are in place. This information is shared with parents and reviewed on a regular basis to ensure that the child's individual needs are being met.

The contribution of the early years provision to the well-being of children

Children display confidence as they move around the nursery and know where to find activities and resources of their choosing. They are offered flexible routines and furnishings, which promote their growing independence. Children can rest in quieter spaces or engage in more physically active play. Staff encourage children to become independent in self-care routines as they support children and families with potty training and encourage older children to help with snack and meal preparation. As a result, children develop an increasing awareness of routines that help to promote their good health. Children learn about aspects of their own safety. For example, they learn how to evacuate the building quickly and safely because they take part in regular fire drill practices. Children enjoy a broad range of healthy snacks and the nursery ensure that children's midday meals are healthy, balanced and nutritious. Staff collect information about special dietary needs and are well-informed about children's preferences, which ensure children enjoy their meals safely.

Children's physical development is supported well because staff plan a broad range of stimulating activities. Children enjoy active music and movement and learn many new songs and rhymes. Readily available scissors, pencils, markers and glue sticks offer children plentiful opportunities to use their small muscles and develop the skills needed for their future learning. As a result, children develop positive attitudes towards healthy physical activity. Procedures are in place to develop relationships with local schools. This will ensure detailed and useful information is shared with the schools at times of children's transition. Children's all-round development and emotional well-being are supported as they are provided with a stimulating, well-resourced environment. An effective key person system is in place which enables children to build strong and positive relationships with each other and staff as they form secure attachments. There is a settling-in procedure for new children attending the nursery which means that parents are well informed during this time. Parents spoken to at the time of inspection comment that they feel supported by the nursery staff and their children feel safe and settled within their care. Transitions are well supported and are adapted to the child's individual needs, which ensures they are prepared for the next stage in their learning when leaving the nursery. For example, children make visits to the local primary school, teachers are invited to attend the nursery, and staff share appropriate information.

The effectiveness of the leadership and management of the early years provision

The nursery manager and staff demonstrate a good understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage and have effective safeguarding policies and procedures in place to support this knowledge. Staff are confident with this information and know who to contact if they have any safeguarding concerns. A lead member of staff for safeguarding is in place; she has attended relevant training and fully understands her role and responsibilities within safeguarding. Appropriate documentation is in place to record health and safety checks, accidents and medicines, which is shared with parents on a daily basis. There are separate procedures in place for the use of mobile phones and cameras, and staff are fully aware of the importance of these policies. Effective recruitment and vetting procedures and staff

induction are all in place to ensure that children are safeguarded and staff are experienced and well qualified.

The leadership and management team has effective systems to evaluate their provision and practice. The improvement plan is regularly amended and updated to reflect changing priorities as actions are implemented. Staff provide a good range of information for parents, which include the nursery's policies and procedures. In addition to this noticeboards are displayed detailing activities and a regular newsletter is created and available to parents. This helps everyone be aware of their responsibilities and what is happening in the environment. Parents are very happy with the care and learning provided for their children. Lots of them feel that staff are very friendly and approachable and this makes their children enjoy their time at the nursery. The management team has a good overview of the curriculum and demonstrates an effective understanding of the Early Years Foundation Stage and the areas of learning, which are covered through the day-to-day activities. Supervision meetings and annual appraisals generally support staff development. However, not all members of the staff team have had recent supervision sessions and this has had a small impact on some areas of practice, for example, the assessment of children's next steps in learning are not being routinely identified. Consequently, there are some gaps, which may weaken the effectiveness of planning and the potential for children to make good progress towards the early learning goals. Staff work well with external agencies to ensure that children receive the appropriate intervention and support needed. The nursery works closely with the local authority and local primary schools, which supports the children's learning and promotes effective transitions.

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY310444
Local authority	Southend on Sea
Inspection number	820373
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	26
Number of children on roll	45
Name of provider	Eastwood Community Playgroup Association Committee
Date of previous inspection	11/02/2009
Telephone number	07914 760028

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

